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ABSTRACT

The way that college business programs address international dimensions was studied, based on a survey of business curricula in 11 colleges and universities in the San Francisco Bay Area. Information was gathered in 1982 from catalogs and written materials as well as from telephone interviews. All of the schools studied, except Stanford University, offer a bachelor's degree in management or international business administration. All but two offer at least one undergraduate course in international business administration. In 1983, four of the schools offer a specialized concentration in international business. However, undergraduate student enrollment in international business programs is small, and the number of students going abroad to work or study is even smaller. All 11 colleges offer at least one master's level course in international business. The average number of courses per school is 9.5, ranging from 31 courses to 1 course. Only two schools report systematic use of foreign students as sources of cross-cultural knowledge. A profile of the curriculum, its underlying philosophy, and its faculty is presented for each of six specialized master's programs in international business. Appendices include interview questions and a list of business and related courses offered at Bay Area schools. (SW)

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INTERNATIONAL BUSINESS EDUCATION IN BAY AREA UNIVERSITIES:

Meeting the Challenge of Global Competition

A Joint Project of
The World Affairs Council of Northern California; Stanford University; U.C. Berkeley; and Global Perspectives in Education, Inc.

312 Sutter St.; San Francisco, CA 94108; (415) 982-2207

INTERNATIONAL BUSINESS EDUCATION IN BAY AREA UNIVERSITIES:

Meeting the Challenge of Global Competition

Elizabeth Brooks, Ph.D.

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PREFACE

The Bay Area and the World Project was initiated in 1981 for the primary purpose of developing and disseminating useful information about the expanding international relationships of the San Francisco Bay Area and about their important regional impacts. The basic aim of the Project is to facilitate and encourage public understanding of these relationships, and to help bring about stronger individual and institutional competence in handling the Bay Area's public and private international affairs.

Several of the studies undertaken by the Project seek basic information about whether international needs in the Bay Area are or are not being addressed by key information "gatekeepers." For example, how are international issues covered by Bay Area media? What do high schools do to convey international curriculum content? What do Bay Area undergraduate programs provide by way of international content in the curriculum, international requirements, or training opportunities? And finally the topic of this report: how do Bay Area business schools and programs address international dimensions in education for business professionals?

The purpose of this study is twofold. First, we hope to stimulate professional and public discussion of an issue of critical local importance: do Bay Area business schools adequately prepare tomorrow's managers and executives for the international substance and environment of modern business? Second, by describing where business school priorities and practices now stand, we hope to provide a solid base for further investigation and reasoned response by Bay Area business professionals and educators. In a more narrow sense, this study may also provide useful information to Bay Area business schools as they move to meet an accreditation requirement recently revived by the American Assembly of Collegiate Schools of Business to provide "an international dimension through one or more elements of the curriculum."

Why has the international element of business and business education taken on such importance of late? J. Paul Sticht, Chairman and Chief Executive Officer of R.J. Reynolds Industries, put the case concisely in addressing the 1981 graduating class of Duke University's Fuqua School of Business:

> "Visualize, if you will a map of the world with all of the national boundaries clearly delineated. Lying atop the map however is a transparent overlay. On this overlay, sweeping across neat national boundaries are powerful economic, social and technological forces. Regional and sub-regional organizations come together to address common interests which transcend political divisions. And cross-cutting both national and regional divisions are the transnational private activities of multinational corporations."

"The American corporation has a vital role to play in an interdependent world. From your first day in American corporate life, you graduates will become increasingly involved in interdependency issues. I believe it is important to your future and to the future well-being of our country that you understand the implications of interdependency and the hope that it brings for resolution of global problems."

Our sincere thanks for their respective contributions to this study go to Dr. Elizabeth Brooks, Bay Area and the World Project consultant and principal investigator; to professors Stephen Kohlhagen (UC Berkeley), Gail M. Oxley (Stanford) and Gary Williams (Stanford) for their critical review and comments; to Fr. Richard Coz, SJ (University of Santa Clara) for early data compilation; to Meredith Norton (Bank of America) for her able editorial assistance; and to the William and Flora Hewlett Foundation for support of this study within their general funding for Bay Area and the World.

Although many helped this report through its several stages, final responsibility for its contents rests with the Bay Area and the World Project.

Peter A. Wollitzer
Executive Director

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EXECUTIVE SUMMARY

This report is built on the view that today's economy is a global economy and that men and women of business in the San Francisco Bay Area operate in an international environment. The purpose of the study is to assess the extent to which Bay Area colleges and universities provide programs to develop the general knowledge and special skills necessary for business people to perform effectively in such an environment. The report surveys business curricula in eleven colleges and universities in the San Francisco Bay Area. Information was gathered from catalogs and other written materials as well as from telephone interviews with institutional representatives. Interviews were conducted during the months of July, August, and September of 1982.

The report first presents the findings on undergraduate education in international business administration. All of the schools studied, except Stanford, offer a Bachelor's degree in management or international business administration. All but two offer at least one undergraduate course in international business administration, with an average of 4.6 courses and a range from 0 to 11 courses. Four of the schools currently provide, or will provide by Fall,

1983, a specialized concentration in international business: San Francisco State University, San Jose State University, the University of Santa Clara and the University of San Francisco. Although differing approaches are taken by these institutions, the differences center on four basic themes: (1) whether the international concentration should be general or functional, (2) the amount of emphasis to be placed upon cultural, political, and economic environments of business, (3) the importance of foreign language skills, and (4) the availability of study abroad and/or overseas internships.

Although new courses and programs are being established and student interest is reported to be on the increase, undergraduate student enrollment in international business programs remains small. Smaller still is the number of students going abroad to work or study. It is conceivable that low enrollments may mean that future business men and women are using their undergraduate years to study international politics and economics while planning to obtain their professional training at the graduate level, although the data neither prove nor disprove this possibility.

The second part of the report covers graduate education in international business administration in the San Francisco Bay Area. All eleven schools studied offer at least one Master's level course in international business. The average number of courses per school is 9.5, ranging from 31 courses at Golden Gate University

to 1 course at San Jose State University. A recent ruling by the American Assembly of Collegiate Schools of Business requires accredited schools to prepare students for world business, and several means of compliance are discussed in this report.

Six schools studied offer Master's programs with optional concentrations in international business administration: Golden Gate University, Saint Mary's College, San Francisco State University, the University of California at Berkeley, and the University of San Francisco. California State University at Hayward plans to offer such a program beginning in Fall of 1983. The same diversity of approaches characterizing the undergraduate programs is also evident at the graduate level. Faculty background, with particular reference to Ph.D. requirements and overseas experience, is also an issue. The presence of foreign students in a program is another potentially important element; only two schools report systematic use of foreign students as sources of cross-cultural knowledge. A profile of the curriculum, its underlying philosophy and its faculty is presented for each of these six specialized programs in international business.

INTRODUCTION

"Interdependence," a term new to the national awareness in the early 1970's, has become a common cliche in the 1980's. It describes "a condition of mutual dependence in which each party is enough dependent on the other that their relationship can be broken only with considerable cost to both sides."[1] Its overuse stems from a reality that requires the term to describe almost every facet of daily life in the United States, a reality that connects business men and women in San Francisco to all areas of the world. Today's economy is a global economy: an international system of production, finance, and trade which creates a need for international expertise on the part of managers and administrators throughout the system.

The purpose of this study is to determine and describe how the need for internationally competent business people is addressed by Bay Area educational institutions which provide professional training for business. The primary research objective is to learn what

1. Address by J. Paul Sticht, Chairman and Chief Executive Officer, R.J. Reynolds Industries, to the graduating class of the Fuqua School of Business, Duke University, May 1981.

courses and specialized curricula in international business are available in Bay Area colleges and universities. Further questions concern the rationale behind a particular set of courses: (1) is an international dimension presented to all business students, (2) is a foreign language important, (3) is overseas work or study encouraged, (4) does the program include coursework from other academic disciplines such as economics, political science, or anthropology?

Additional questions concern the student body: how many students enroll in international business courses and what is the percentage of foreign students? Finally, information on the Bay Area's international business administration faculty was sought through a series of questions regarding their own training and experience. The results and interpretations of this survey are presented in two sections. The first addresses undergraduate education and the second covers graduate education. A brief section on procedures precedes these two main sections of the report.

Procedures

Information was obtained from eleven universities and four-year colleges in the San Francisco Bay Area which offer business administration programs at the undergraduate and/or graduate level. These eleven institutions constitute all schools in the Bay Area offering such programs, and all eleven responded to our inquiries. For purposes of contrast and comprehensiveness, reference is also made to three institutions of higher education which are not formally in the population of Bay Area schools but which also serve Bay Area students.

Sources of information used for the study were (1) catalogs and other written materials obtained from the schools and (2) semi-structured telephone interviews with key contact persons in each institution. The interviews were conducted during the months of July, August, and September of 1982. Generally, the respondent was the person or one of the people responsible for the international business curriculum. Responding individuals and their schools are listed in Appendix A. Appendix B provides a list of the interview questions that were used.

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2. The Bay Area is defined as San Francisco, San Mateo, Santa Clara, Alameda, Contra Costa, Sonoma, Solano, Napa and Marin Counties.

Part I

UNDERGRADUATE BUSINESS EDUCATION

What do universities and four year colleges in the San Francisco Bay Area provide in the undergraduate business curriculum to help prepare students for careers in today's highly internationalized business environment? This study approaches the question from three perspectives:

1. Availability of international business courses: how many schools offer international business coursework at the undergraduate level and how many courses are offered?

2. Mandated exposure to international dimensions in business through the use of general requirements.

3. Formal majors or other program options in international business.

1. Availability of International Business Courses

Ten of the eleven four-year colleges and universities in the San Francisco Bay Area which offer business coursework or degrees offer a business concentration of some kind at the undergraduate level. (Table 1) Stanford University is the sole exception, offering

business administration at the graduate level only. Of the ten undergraduate programs, nine schools offer at least one course in international business. A tenth institution, St. Mary's College, offers no international business administration course at the undergraduate level but the departments of business administration and economics have recently combined, and two international economics courses are available for business students.

The number of international business courses offered by institutions in this survey varies widely. San Francisco State University offers the greatest number of undergraduate courses in international business administration, 11 in all, including international courses in functional departments such as international finance and international accounting. St. Mary's College and U.C. Berkeley comprise the opposite extreme, offering 0 and 1 international business course, respectively.[3] The mean number of courses offered is 4.6, and half the schools offer either four or five courses.

3. It is interesting to note that the University of California at Berkeley offers only one international business administration course, restricted to 25 students, three times per year. The prevailing view at Berkeley is that international business is an application of the basic disciplines of business (economics, finance, operations management and marketing) in an international context, rather than a separate area of study.

TABLE 1

Undergraduate Curricula

School	Degree	Enrollment[1]	International Business Concentration	Int'l Bus. Required for BA/BS[2]	No. Int'l Bus. Courses[3]	Language Requirement
CSU Hayward	BS Bus. Adm.	3,500	No	Yes (1)	5	No
CSU Sonoma	BA Mgmt.	820	No	No	4	No
College of Notre Dame	BA Bus. Adm. BA Economics	N/A	No	No	4	No
Golden Gate University	BS Mgmt.	800	No	No	3	No
Saint Mary's College	BA Bus. Adm.	515	No	No	0	No
San Francisco State Univ.	BS Bus. Adm.	4,700	Yes	No	11	Yes (gen. studies)
San Jose State Univ.	BS Bus. Adm.	5,000	Yes	No	9	Yes (6 units)
UC Berkeley	BS	550	No	No	1	Yes (gen. studies)
University of San Francisco	BS Bus. Adm.	1,100	Yes	No	5	Yes (gen. studies)
University of Santa Clara	BS	750	Yes	Yes (1)	4	Yes (FSI level 3 elementary Japanese)

1. Number of undergraduate business majors (1982).
2. Required for all business majors; not limited to international business students.
3. Refers only to courses offered within the business school or department.

2. Mandated Exposure to International Dimensions in Business

Within a school's regular business curriculum, commitment to international business study can be identified in ways other than the number of courses titled "international." For example, even though formal international courses may be limited in number, all students may be expected to get some international exposure. Three schools, California State University at Hayward, the University of Santa Clara and San Francisco State University, include an international component for all undergraduate business majors.

Cal State Hayward requires every business student to take the general international business course. The University of Santa Clara emphasizes the international dimension of education throughout the curriculum as a whole, in keeping with both the contemporary business realities and the traditions of the Jesuit Order. International business study at Santa Clara is but one specific area of a general international emphasis, and all business majors must take at least one course with an international focus. San Francisco State, in compliance with the American Assembly of Collegiate Schools of Business (AACSB),[4] requires every student to take an

4. In 1969, the AACSB established a very general provision requiring schools to prepare students for effective citizenship and professional careers in business "domestic and worldwide." The

international business course pertaining to his or her functional specialization, such as marketing or finance.

Language requirements for business students are another measure of international exposure. Of the ten undergraduate business programs, five have no language requirement, four follow the general university requirement and only two have additional requirements for international business students. The general university requirement is commonly three years of high school language study or its college equivalent, resulting in a minimal level of language exposure for business students. The only two schools requiring language study beyond the general university requirement, San Jose State and the University of Santa Clara, are also two of the four institutions offering an undergraduate concentration in international business.

3. Formal Majors or Other Program Options in International Business

For the undergraduate who wants more international emphasis than is provided by initial introduction or general exposure, three schools

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AACSB began to enforce the policy in 1979. A clause was added stating that there is no single approach to satisfaction of the criterion of worldwide preparation, but that it means exposure to the "international dimension through one or more elements of the curriculum." Schools may interpret the mandate as they wish, but must explain their interpretation to the accreditation committee. See Appendix B for a list of which schools have AACSB accreditation.

currently offer an undergraduate concentration in international business: San Francisco State University, San Jose State University and the University of San Francisco. The University of Santa Clara plans to offer an international certificate as part of its undergraduate business curriculum beginning Fall, 1983.

It is helpful to discuss these four programs with respect to the following factors: 1) whether the approach is general or functional, 2) how much emphasis is placed on the cultural context and the political and economic factors affecting the environment, 3) the availability of overseas internships or study-abroad programs.

General vs. Functional Approach

A major issue arising when formulating international business curricula is whether to place the emphasis on the international or the functional. According to the first approach, a student takes a cross section of business courses covering international aspects of all the functional areas: international marketing, international finance, international labor relations, etc. Following the second approach, a student's major objective is to become proficient in a particular functional area such as finance or marketing, and the international aspect of this area is just one of several studied.

In the first approach, international business is considered to be a functional area of business; in the second, it is considered an aspect of a particular business function. The student becomes

either an "internationalist" or a specialist in a functional area with international expertise. The four schools offering international concentrations divide evenly according to approach. The University of San Francisco and San Jose State University subscribe to the general approach, while San Francisco State and the University of Santa Clara follow the functional approach.

Environment vs. Process

The objective of all business programs is to prepare the individual to conduct business on an international scale. Business is a process which takes place in the context of a particular environment. How much relative attention is paid by educational institutions to the environment of international business and how much to its processes is another dimension by which programs can be differentiated. Each of the four schools recognizes the importance of understanding the international environment in which business is conducted; however, they differ somewhat on how broadly they conceive of that environment, how carefully they articulate environmental concerns in the curriculum and to what degree resources outside the business school are utilized to implement the program design.

The University of Santa Clara and San Jose State University place heavy emphasis on cultural, political and other elements of the business enviornment. Both have carefully articulated curricula which specifically address these elements, and both draw on other

departments within the university as resources for implementation. For example, San Jose State requires that students concentrating in international business take International Economics from the Economics Department, Intercultural Communications from the Speech and Drama Department and an area studies minor of the student's choosing (choices are East Asia, Middle East, Africa, Soviet Union and Eastern Europe, Latin America, Western Europe). In addition, San Jose State includes a minimum of six units of language study.

The proposed program at Santa Clara also places a strong emphasis on students' abilities to integrate business with the humanities and on familiarity with a culture as a whole. Electives are carefully chosen from language, humanities and political science courses to create a balanced cultural perspective. Moreover, this program has the only operationally defined language requirement; students must become proficient to Foreign Service Institute (FSI) level three (except for Japanese studies, for which elementary language ability is sufficient).

The University of San Francisco's program is also designed to expand a student's cultural horizon, but it is oriented somewhat more toward studying the processes of international business and less toward the environment as a whole. The objective is to give a practical emphasis to business studies while providing more than a strictly American point of view. To accomplish this, students select courses from other departments if they wish, however, there

are no established requirements as to what they should include. Many of the students at the University of San Francisco are foreign students, who are already experiencing another view of the business environment by virtue of being in the United States to study. The business school there does appear to be building environmental issues into its own offerings. For example, one or two courses emphasizing a geographical area, such as "The European Environment," are planned.

The business school with the greatest number of international resources internally within the business school is San Francisco State University. Although environment is considered important in this program, the emphasis appears to be on the processes of international business. A student may take courses from other departments, but must first obtain the approval of the course plan from the academic advisor. There is no language requirement beyond general proficiency, and it is planned that the need for study of environmental factors will be satisfied by a series of new (as of Fall, 1982) courses focussing on doing business in "Country X." Thus, unless a student is able to justify going outside the department, the requirements of the international concentration can be met within the business school.

Overseas Internships and Study Abroad

One way for a student to experience both the process and the environment of international business is to go overseas to work or

to study. Two of the four schools, San Francisco State and San Jose State, make overseas internships available to some of their international business students. At San Francisco State, the department arranges the internships, and students have a relatively wide choice of countries: Hong Kong, Switzerland, Germany, England, France, Finland, Japan and others. Even with the best developed internship program of the schools studied, only a miniscule percentage of San Francisco State students, approximately 12 out of 5,000 undergraduate business majors, or 0.24%, are able to undertake an overseas internship.

At San Jose State, internships abroad are arranged by the International Association of Students in Economics and Business Management. Again, only a very small number, approximately 10 students per year, go overseas for an internship. The University of San Francisco offers internships, but they are local rather than overseas. Of course, for foreign students here, this <u>is</u> an overseas internship, and the program is designed primarily for foreign students. Nevertheless, less than five percent of the international business students at the University of San Francisco take local internships. At all schools, the low numbers are attributable to the limited supply of internships, not to lack of student demand.

All four of the international business programs under consideration here offer study-abroad programs. San Francisco State and San Jose State utilize the programs administered by the California State

University system. San Jose State indicated that some of these programs, such as those to Denmark, Taiwan and Mexico, are designed especially for international business students.

The Universities of San Francisco and Santa Clara have programs for general foreign study, open to all students within the university as well as programs with a business emphasis. For example, through institutional relationships with the Institute of European Studies, undergraduates at the University of San Francisco and University of Santa Clara may continue their coursework uninterrupted at one of several European universities.

The Universities of Santa Clara and San Francisco also offer programs in cooperation with Loyola University of Chicago to send students to Rome for courses in international finance and business and to Paris for courses in economics. Also, the University of Notre Dame sponsors a semester abroad at Sophia University in Tokyo. This program is available to University of San Francisco and University of Santa Clara students, who study Japanese intensively along with business topics.

Although at most schools the number of students studying abroad is a small percentage of the undergraduate business majors, there is a wide variety of opportunities to do so. The University of Santa Clara reports increased interest in overseas study and currently sends nine students to Freiburg, West Germany, twenty-two students to Rome and four students to Tokyo: greater numbers than previously

sent. At none of the schools, however, is the experience of studying or working abroad a required element of international business study.

Additional Programs

Before concluding this discussion of undergraduate programs in international business, mention should be made of two additional programs in the planning stages. California State University at Sonoma is considering the creation of an international business option within its undergraduate business curriculum. Elements of the program under consideration by the faculty are a mandatory language component and the "Dean's wish list" of courses from other departments, such as risk analysis from political science, study of modern cultures from the area studies programs and cross-cultural analysis from anthropology.

The University of the Pacific is also developing such a program. Although this school is not within the nine-county definition of the Bay Area and, therefore, has not been included in the study up to this point, University of the Pacific does serve Bay Area residents and is of import to this discussion because of its new interest in an international business administration curriculum. A trustee of the University has recently given the school a major grant to establish an international business option. Current thinking indicates that it will take a general approach, encompassing all the functional fields of business supplemented by outside language, anthropology and other studies.

Summary of Undergraduate Programs

The number of students taking international business courses at the undergraduate level in the Bay Area has increased over the past five years. Numbers of courses and specialized programs offered have also increased. It is difficult to state, however, whether more students are taking international courses because more courses are available or whether more courses are available because more students want to take them.

Despite increasing student interest and the addition of new courses and programs offered by some of the schools, the overall student commitment to international business education is small relative to business administration studies as a whole. Student enrollment data support this conclusion. Of the 5,000 undergraduate business majors at San Jose State University, only 230 students had chosen the international business concentration as of Spring, 1982, although this number was expected to increase somewhat in Fall, 1982. San Francisco State University has the second largest number of undergraduate business majors (4,700); and, although the records office was not able to provide the number of students concentrating in international business, they did state that a total of only 208 students enrolled in all of the several international business courses offered in Fall, 1982.

Of the two private universities offering international business concentrations, the University of San Francisco has 1,092 undergraduate business majors and only 41 students currently specializing in international business. At the University of Santa Clara, approximately 60 students are expected to participate in the international certificate program. Approximately one half of the 60 will come from the 750 undergraduate business majors, and the other half are expected to come from arts and sciences programs.

Given the international dimensions of contemporary business administration, these figures might seem small indeed. There are, however, several mitigating considerations. First, not all people entering business professions come from undergraduate business backgrounds. Many have studied political science, economics, languages, anthropology and communications, where there are also opportunities for international study at home and/or overseas. Although not equally strong at all institutions, each of these disciplines has the potential for a strong international component. At Stanford University, a new combined BA/MA program in International Policy Studies has been initiated recently with the specific intent of preparing students to enter international business practice. A second factor affecting undergraduate international business study is that students may concentrate on business fundamentals at the undergraduate level and then turn to the international dimensions of business practice at the graduate

level.

In general, although the numbers are still small, business schools and undergraduate students are paying increasing attention to international business study. This might be explained by such specific and immediate causes as the new AACSB requirement. (See footnote on page 9.) The effect on Bay Area undergraduate business curricula has been the addition of courses and the development of programs aimed at preparing growing numbers of business students for careers anywhere in the international system.

Part II

GRADUATE BUSINESS EDUCATION

How and to what extent do graduate business programs in Bay Area colleges and universities prepare professionals for work in a global system of production, distribution, and finance? This discussion covers the curriculum, students and faculty at the Master's degree level: the level to which professional business education is most commonly pursued. The number of courses offered in Bay Area graduate schools and pertinent issues underlying these offerings are addressed first. Schools with specialized programs are described in more detail in the last section.

1. International Content in General MBA Curricula

All eleven graduate programs in business administration covered in this survey offer at least one course in international business administration. (Table 2 provides the number of international courses available and enrollment by institution.) Golden Gate University represents the high end of the range with 31 courses. San Francisco State University, which has been offering numerous international business courses since the early 1950's when it

operated a separate School of International Business, has the second largest number with 26 courses. At the other end of the range, San Jose State offers only one Master's level course. The most typical offering is four to six courses, consisting of one international course in each of the various functional areas, an international economics course and a course on the multinational firm. (See Appendix C for a list of courses offered by each school.)

The number of international courses offered is one measure of institutional concern with professional preparation for international business. Another measure is whether all or only some Master's level students are exposed to international material in the curriculum. Five of the eleven schools in this survey have a policy of somehow providing international content to all students at the Master's level.

One approach to such exposure is to require that all students take at least one international course. Three of the eleven schools take this approach: College of Notre Dame, University of San Francisco and University of Santa Clara. A second means for providing international exposure for all students is to infuse all courses with an international dimension. Only two schools follow this approach. The University of San Francisco has declared this to be one of its goals and plans to implement it by using more international textbooks, hiring more international faculty and generally introducing more international elements into all of the

courses, including the core courses. Stanford, for the last eighteen years, has also had a policy of diffusing international material throughout the curriculum. The method chosen for introducing international content into the curriculum at Stanford has been to internationalize the faculty by providing them with opportunities to teach and study abroad.

In the 1960's, Stanford established schools overseas such as the Escuela de Administration de Negocios (ESAN) in Lima, Peru, and it has undertaken faculty exchanges with overseas institutions such as the IMEDE Management Institute in Switzerland. However, the school subsequently concluded that faculty resources had become overcommitted to international programs, and such endeavors were cut back. As a result, Stanford's commitment to international faculty exchanges has been "on hold" for a number of years. It has recently been revived, however; and there is currently before the faculty a proposal for a new international program based on the same philosophy of internationalizing the faculty through joint projects with schools abroad, under the assumption that a broader perspective will filter into the coursework. In the summer of 1983, two new executive education programs are to be established jointly with institutions in Singapore, Indonesia, and in Geneva, Switzerland, providing opportunities for Stanford faculty to teach in those locations. Again, the assumption is that such overseas experience will be reflected in the course content at Stanford.

TABLE 2

Graduate Curricula

School	Degree	Enrollment[1]	International Business Concentration	Percent Int'l Bus. Majors[2]	No. Int'l Bus. Courses
CSU Hayward	MBA	400	Yes (1983-1984)	15 (anticipated)	6
CSU Sonoma	MA Mgmt.	150	No	0	4
College of Notre Dame	MBA	N/A	No	0	1
Golden Gate University	MBA Int'l Mgmt.	3,000	Yes	15	31
Saint Mary's College	MBA	N/A	No	0	1
	MS Int'l Bus.	50	Yes	100	12
San Francisco State Univ.	MBA	800	Yes	22	26
	MS Int'l Bus.	50	Yes	100	(26)
San Jose State Univ.	MBA	300	No	0	1
Stanford	MBA	600	No	0	8
UC Berkeley	MBA	500	No	N/A	6
University of San Francisco	MBA	300	Yes	17	5
University of Santa Ciara	MBA	1,200	No	0	4

1. Total enrollment for Master's program as of Fall, 1982, approximate.
2. Percentage of Master's students majoring in international business, approximate.

2. Specialized International Business Programs:

General Issues

What graduate level resources are available in the Bay Area to a student interested in more than a minimal exposure to international dimensions of business? Four of the Bay Area's eleven graduate business schools offer either a Master's degree in international business or a concentration in international business within an MBA program. Additionally, California State University at Hayward plans to add a new international MBA program beginning Fall, 1983. (See Table 2.)

Although the educational objective of all these programs is to train people to function effectively in international business, they differ substantially in the way they are designed to meet this objective. Program designs differ on the following issues:

1. Whether international business is treated as a separate field of business study equivalent to a functional area such as finance and marketing, or whether international business is an applied aspect of the various functional areas.

2. Whether the emphasis should be on the political and economic environment in which business is conducted or on the actual processes of business.

3. The role of cultural factors in the business environment and in the curriculum. Do students learn to understand how their future business counterparts from other countries think and behave in business and social environments?

4. The importance placed on knowledge of a second language as a means of professional communication.

How a school resolves these issues determines in large part the nature of its particular program in international business.

Also important to the nature of the program is the composition of the faculty, because it is normally the faculty who set the educational objectives of a program, the conceptual framework underlying its design, and the methods of their implementation. The two major faculty-related issues seem to be:

1. The relative importance of the faculty's academic credentials vs. their practical experience.

2. The prevalence of faculty from academic fields other than business administration.

It is interesting to note that the school with the greatest number of international business courses, Golden Gate University, has the smallest full-time faculty. This reflects Golden Gate's philosophy that business training should be practical and therefore taught by people actually working in the field. All of the other schools rely less heavily than Golden Gate on part-time faculty from business.

Another potentially important element in a student's education is the opportunity to study abroad or to work overseas on an internship. Although most of the schools provide access to overseas study, such as the general study program offered through the

California State University system, none of the eleven schools considers overseas study to be an integral part of its curriculum.

With regard to internships, only San Francisco State University and the University of San Francisco offer school-sponsored programs. Students may take internships, primarily in Japan, from San Francisco State, but the experience does not earn academic credit. The internships available at the University of San Francisco are primarily local arrangements for foreign students to work in Northern California firms. In both cases, only a minute percentage of the students take work experience abroad during the course of their academic program.

Program Profiles

The conceptual issues and faculty and internship variables discussed above will now be addressed in a brief description of each of the six graduate programs or concentrations in international business currently existing or scheduled for 1983-84. Information on perceived employer demand for international business graduates is also included. Two schools beyond the Bay Area are mentioned here as well because of the unique nature of their programs and because they serve Bay Area residents even though they are beyond the geographical boundaries of this study: The Monterey Institute of International Studies and the University of California at Santa Cruz.

Golden Gate University. In 1976, Golden Gate University established an MBA degree in International Management in response to the need of Bay Area companies for increased international expertise. At present, there are approximately 250 students enrolled in the international business major. The program emphasizes practical application, and the faculty background reflects this approach. Faculty are required to be working in international business in San Francisco and to hold an MBA degree as the minimum academic credential. They are expected to have had at least five years of high-level experience in business or government and at least two years of overseas residence experience.

The coursework is comprised of one half business studies and one half background or area studies courses. The business courses cover several of the functional areas such as banking, finance, accounting and marketing. Because Golden Gate University is entirely devoted to study of business, public administration and law, all of the courses for the MBA in International Management are taken in the School of International Management or other business-related schools within the university. Two reasons are given for the absence of a language requirement: first, 90% of the MBA students in International Management already have a second language. Second, according to Golden Gate's research, employers do not want students to study language because it will determine where the student will subsequently want to go; and a company would prefer to provide an employee with appropriate language skills after deciding on an

assignment.

On a scale of 1 to 5, the Golden Gate University respondent rated employer demand for international business expertise at 4. In his opinion, demand was still rising for international business majors.

Saint Mary's College. Although the college offers an Executive MBA degree program in which a student can take a concentration in international business, the major program of interest to this study is the Master of Science in International Business. The program is designed as a response to the current global situation requiring professionals to understand the structure and environment of business management from an international perspective. Since it is not designed for people intending to go abroad, there is no language requirement. The carefully structured program includes courses in business fundamentals such as finance and marketing as well as courses in political and social aspects of the business environment. All courses are required, and there are no electives. The course sequence is designed so that material in one course builds on that of the previous courses, and emphasis is placed on general business concepts with an added international dimension rather than on a particular functional area within business.

There are approximately twenty-five students in the program, 25% of whom are from other countries. An essential component of the

daytime program is that foreign students are systematically incorporated into classroom activities as resources.

The Saint Mary's respondent rates the demand for international expertise to be 3 on a scale of 1 to 5 and anticipates a small increase in demand if general economic conditions improve.

San Francisco State University. The university offers two Master's level programs in international business. The first is an MBA including four courses in international business as the elected field of specialization. The second program leads to the Master of Science in International Business, which is designed as a speciality for the person wishing to concentrate on the international aspects of business. The MS program has two elective tracks, one being functional, in which a student chooses to study a functional area of business such as marketing, management or transportation. The other is a language track, consisting of two courses of foreign language study at an advanced level. However, students are not encouraged to follow the language track because the program administration believes that business would rather hire graduates without language skills and provide them with training once a geographical assignment has been made by the company.

There are approximately 50 students in the MS program, 25% of whom are foreign students. There is no systematic effort made to use

foreign students as resources, but many faculty members do so informally. Although a student can complete the MS without taking courses outside the management school, if a special program of study is presented, the academic advisor will approve courses from other departments.

To be eligible for the faculty, a person must hold a terminal degree, generally a Ph.D., and have meaningful international experience. Almost none comes from a strictly academic background. The faculty includes several economists and several people holding joint Ph.D.'s in business administration and other fields such as international relations.

The San Francisco State respondent rated employer demand for students with academic qualifications in international business as "lukewarm." In his opinion, employers want functional expertise first. A person who has field experience combined with an international business degree is considered very desirable, but the respondent believes the employment trend to be generally moving away from the earlier heavy emphasis on international business because companies prefer to hire people native to particular geographical and cultural areas.

University of California at Berkeley. Because Berkeley's School of Administration no longer has any formal majors or concentrations, it is technically incorrect to include it among schools with specialized curricula, and it is not included in the figures or on Table 2. Nonetheless, a student can assemble a program of study directed toward international business administration.

The general MBA degree program at Berkeley extends over two years on a full-time basis and consists of a core curriculum of eleven courses. After completing the basic curriculum, a student may put together an additional group of courses that could include up to six in international business. Of these, three may be in other departments such as language, political science or law. Students are encouraged to develop a functional expertise with international application so they are not solely international business specialists.

There are approximately 500 MBA students at Berkeley, 25% of whom are foreign students. With the second largest number, nine, of full-time faculty who teach international business, Berkeley also is one of the most "academic" in its approach to faculty composition, i.e., advanced degrees and scholarly research are more important than practical experience. Berkeley also has the largest number of international business faculty with backgrounds in non-business fields: six economists, one political scientist, one psychologist and only one from business administration. All must teach in a

functional field as well as international business.

The Berkeley respondent expressed the opinion that although students perceive the demand for international expertise to be high, in reality it is only between 2 and 3 on a scale of 1 to 5. The Berkeley faculty believe the functional field to be more important than international emphasis.

The University of San Francisco. For more than ten years, the University of San Francisco has offered a concentration in international business as a part of its MBA program. A student takes six core courses covering several functional areas of business, and four additional courses with an international emphasis. A course on comparative economic systems may be substituted for one of the core courses (organizational behavior) in an effort to augment study of business processes with concerns for the business environment. All MBA students, whatever their concentration, are required to take a course on international strategic management as a means of integrating their previous coursework. There is no language component. However, 70% of the approximately 50 international business students are foreign, and most of them have already studied English as a second language.

Systematic use of foreign students is made by asking them to give regular presentations on business and economic problems in their

home countries. Student internships are available, but most of them are local, providing the foreign student with an opportunity to experience United States business practices. University of San Francisco faculty must hold a Ph.D. or DBA in international business and have worked outside the United States or in the international division of a U.S.-based firm.

The University of San Francisco respondent rated employer demand for international business study as 2.5 on a scale of 1 to 5. He believes that demand is increasing, but at a slower rate than a few years previously and that employers prefer graduates with an emphasis in a practical field such as accounting, with an international focus being important but secondary.

California State University, Hayward. Beginning in Fall 1983, the University will offer a concentration in international business within its MBA program. The objective will be to prepare graduates for assignments overseas. It will be mainly an evening course of study, designed primarily for people who hold full-time positions in business or industry. If a student has an undergraduate business background, the program can be completed in approximately one and one half years, otherwise, it will take two to three years to earn the MBA degree. Students are not required to take courses from departments other than business, but they have the option to include language, geography, political science or other related courses as

20 to 50% of their coursework. Although not required, language study is particularly encouraged.

The program is designed with practicality in mind. It will emphasize actual problems faced by a manager overseas, in other words, the process of doing business abroad. The requirement for teaching international business is, foremost, a strong academic background in international business, preferably a Ph.D. In addition, overseas experience or international experience with a company in the United States is desirable.

The respondent for California State University at Hayward rated the demand by business for people with a good understanding of international business to be 4.5 on a scale of 1 to 5.

University of California at Santa Cruz. Although technically not included in the population of Bay Area schools under study, the University of California at Santa Cruz is of interest both because it serves Bay Area residents and because of its approach to international training for business. The University offers such education at the graduate level only and grants the Master of Science Degree in Applied Economics. The Santa Cruz program is based on the philosophy that business schools do not provide adequate technical skills and understanding for business men and women to comprehend economic processes within the international

environment in which business operates. Students are seen to have an advantage if they acquire insights into the international market system, the international policy environment, and that "How to run Company X" is better learned on the job than in the classroom. This approach is not surprising for a department of economics and represents an extreme position on the issue of the appropriate comparative emphasis on the study of environment and processes of business.

The first year of the two-year full-time program is built around a core of courses, including economic theory, econometrics and cost-benefit analysis, which lay the theoretical groundwork and analytical competence necessary for the applications which follow. The second year is spent learning the skills and special policy applications of economic analysis, and international economics is one of the specializations a student may choose. There is no language requirement, but area studies courses are required. The faculty is comprised of full-time professors with Ph.D.'s and substantial research background. The international economics faculty has had extensive overseas experience as well.

The respondent sees the demand by business for an M.S. in applied economics as very high; 5 on the scale of 1 to 5 and attributes this to the fact that economists will accept lower starting salaries than MBA students because they "don't think they are ready to run ITT." Another factor is the growing need for strong economic skills in the international area.

Monterey Institute of International Studies. Another school not in the Bay Area but relevant to any discussion of international education is the Monterey Institute of International Studies, currently in the second year of a newly-designed, highly-integrated program of study leading to a Master's of International Business Adminstration (MIBA). The program stresses language as a fundamental tool for international business; and, in order to graduate, students must have achieved language fluency by taking three semesters of upper-division language study or having an equivalent ability. Language courses at the Institute include material on the culture in which the language is spoken. Students are also required to take two courses in international policy studies. The remainder of the curriculum is based on fundamental functional areas of business such as accounting, finance and marketing, all taught from an international perspective. The program attempts to achieve a balance between process and environment, with a strong emphasis placed on studying group processes and organizational dynamics in a cross-cultural setting. This is achieved by utilizing the 30% of the student body from other countries as a resource.

Students may incorporate study abroad into their curriculum. Initially, this has been accomplished by arranging for students to study strategic planning in the business environment on location in Madrid. The sole full-time international business faculty member holds a DBA, and the rest of the faculty are selected from

surrounding schools and industry according to their international experience and expertise.

Summary of Graduate Programs

This overview of the programs offered at the graduate level indicates the variety of approaches to providing exposure to the study of international business. Although all eleven institutions offer at least one course, the range is from one to twenty-six. Only four presently offer concentrations in international business, but a fifth is planned for 1983-84. They differ widely in the importance placed upon such factors as faculty background, economic and socio-political environment, overseas internships and language study.

Despite the growing level of interest in international business study, administrators at the various schools range widely in their opinions of its importance and the level of demand on the part of businesses for employees who have studied it. It is clear that there is no generally accepted opinion as to the most effective way to expose students at the graduate level to international business and that each institution seeks the answer to this question in its own way. This does, however, have the effect of providing multiple alternatives for the graduate student choosing a program.

SUMMARY AND CONCLUSION

The results of this survey indicate that the Bay Area is reasonably well endowed with specialized curricula providing undergraduate and graduate education for international business. There are four programs at each level in the Bay Area, with a fifth graduate program planned for 1983-84. Student interest in such programs is rising, although it is not clear that employer interest is rising commensurately.

Different institutions take different views on such key issues as whether to place emphasis on practical or scholarly/analytical approaches; what mix of business process versus business environment is desirable; whether environment includes language and culture; and how cohesive and integrated the program of study should be. There is an equivalent disparity of views on optimum faculty qualifications. These vary, of course, with the view of business education that is adopted by each institution.

Whether or not to require some form of minimum exposure to international questions in the business curriculum is another area where opinion is divided, with most schools declining a general

"international" requirement at this time. International study or work experiences for American business students are not required by any business program; moreover, despite student demand and the availability of a fair number of such opportunities, exceedingly few students participate.

Knowing the current status of internationally-oriented business education in the Bay Area, we are now free to ask the more difficult and critical question: <u>do Bay Area business schools and programs adequately prepare tomorrow's managers and executives for the international substance and environment of modern business?</u>

There is no clear-cut answer to this question at present. Moreover, it is questionable whether the usual kind of random sampling of current American opinion, whether taken from practicing business professionals or academics, could provide an adequate answer. Such survey data would undoubtedly contain perspectives and wisdom that were developed before many of the forces now present in international business became serious challenges: technologically advanced foreign products, government-assisted industrial development and trade, OPEC, and a fully internationalized world economy not least among these challenges. Whether conventional wisdom can be profitably applied to the future needs of business in a rapidly evolving global economy is a serious question in itself. A recent survey of ranking U.S. business experts by Yankelovich, Skelly and White found, indeed, that <u>unconventional</u> solutions to

the Japanese industrial challenge are now required.

> "If our leaders falter -- if they lapse into complacency or defeatism or reach for traditional solutions -- American economic primacy could well slip from our grasp...There is widespread agreement that companies must increase their international orientation. Leaders cite some potential facilitators to this increased internationalism, including more international 'information scans' of advances in science and technology...Yet while these facilitators are important, they are regarded as secondary to the more pressing goal of 'consciousness raising' among American business executives about the importance of foreign markets and fuller appreciation of consumer and industrial needs in those markets."[5]

International comparative studies of business training might shed some useful light on the subject, and would show, minimally, that vastly larger numbers of foreign business students have had international experience and foreign language training than their U.S. counterparts. This is true by the very fact that so many have studied business administration in the United States. While the business value of such international experience has not been established empirically, it stands to reason that proficiency in English, familiarity with the United States and its people, and experience in the national operating environment of U.S. business cannot be a drawback for foreign managers and executives when they compete with the United States and other countries in the international business environment, and for U.S. markets

5. Yankelovich, Skelly and White, Inc., "Meeting Japan's Challenge: The Need for Leadership," a study conducted for Motorola, Inc., 1982., pp. 5, 21.

specifically. We know unequivocally that we are not giving U.S. students international experience, at this level, and hence U.S. business is ultimately denied this possible advantage in international competition.

Studies of how much the United States does export versus how much it could export might also shed light on this issues. At a recent count, some 250 U.S. firms out of 300,000 accounted for well over 80% of U.S. exports.[6] Would better management training in international political and economic affairs and in cross-cultural issues help redress this imbalance?

Finally, a look at trends in the percentage of GNP that is tied to imports and exports might prove helpful in considering future proficiency requirements in U.S. management. In 1960, U.S. exports of goods and services totaled $28.8 billion and 5.6% of GNP; in 1980 the figures were $344.7 billion and 13% of GNP. Imports rose in the same period from $23.7 billion and 4.6% of GNP to $333.9 billion and 12.7% of GNP.

With reference to exports, it seems probable that the long term

6. Cited in testimony in support of HB 3231 presented by Rose L. Hayden, July 14, 1981, before the House Subcommittee on Postsecondary Education.

growth trend will continue and, consequently, that American business will increasingly come to look upon international sales as a more normal and much more important part of their total marketing strategy. On the import side, the proportion of finished or semi-finished imports competitive on the domestic market with American products has increased substantially and is continuing to increase in major domestic markets not heretofore subject to serious foreign competition. Barring drastic political action, it would be imprudent to assume that this foreign competition on our domestic market will not continue to grow.

Still, the fundamental question remains to be answered by those in business and in business schools -- as well as by the public concerned about U.S. international competitiveness: do we prepare business students adequately for the international substance and environment of modern business?

Serious public and professional attention to this issue, especially given our highly internationalized Bay Area business environment, is long overdue. It is our hope in the Bay Area and the World Project that this study, by describing where priorities and practices now stand, will serve both as a basis for further investigation and as a stimulus to reasoned response in the San Francisco Bay Area.

APPENDIX A

List of Respondents for Each School

California State University, Hayward	David Aviel Associate Professor of Management
California State University, Sonoma	Jeff Doutt, Dean School of Social Sciences
College of Notre Dame	Alice Scammel, Director of Public Relations
Golden Gate University	Gerlof Homan, Dean Graduate School of International Management George Boulware, Dean College of Public Relations
Saint Mary's College	Caralinda Lee, Program Coordinator MA Program in International Business
San Francisco State University	Klaus D. Schmidt, Chairman Department of Management & Marketing
San Jose State University	Ralph Edfelt, Professor & Faculty Advisory for International Business
Stanford University	Gail M. Oxley, Professor of International Business Gary Williams, Assistant Dean for Student Affairs & Director of MBA Program
University of California, Berkeley	Steven W. Kohlhagen, Associate Professor of International Business
University of Santa Clara	Tyzoon Tyebjee, Associate Professor of International Business
University of San Francisco	N. F. Matsura, Associate Professor of International Business
* * *	
University of California, Santa Cruz	Sven Arndt, Associate Professor of Economics
University of the Pacific	James Goodrich, Associate Professor of Business Administration
Monterey Institute of International Studies	Elizabeth Brooks, Director of Admissions and Assistant Professor of International Policy Studies

Appendix B

Interview Questions

I. GENERAL

1. At what level do you offer courses in international business administration?

2. At what level do you offer a degree in business administration?

3. At what level do you offer courses in international business administration?

4. At what level do you offer a major in international business administration?

II. UNDERGRADUATE INTERNATIONAL BUSINESS CURRICULUM

5. For students taking undergraduate business administration courses, what is the degree granted?

6. Is the program parttime, full-time, either?

7. Can a student major in international business administration?

8. What is the educational philosophy of education objectives of your undergraduate international business curriculum?

9. Are there required courses in international business administration for the undergraduate degree in business administration?

10. If yes, what are they?

11. How many electives in international business may a student take?

12. What are they?

13. Are students required or encouraged to take courses from departments other than business for a major in international business?

14. If so, what courses?

15. Is there a language requirement for the major in international business?

16. What is the requirement?

17. Are there any unusual or unique features of your undergraduate international business curriculum that have not been mentioned?

18. Do you plan any changes in the foreseeable future?

19. If yes, what program changes do you anticipate?

20. Are overseas internships or study programs available for undergraduate international business students?

21. Are they optional or required?

22. How long are they?

23. Are they for academic credit?

24. To what countries are internships available?

25. With what companies are internships available?

26. What percentage of undergraduate international business students are on an internship?

III. UNDERGRADUATE STUDENTS

27. Has the number of undergraduate students taking international business courses increased or decreased in the past five years?

IV. MASTER'S LEVEL INTERNATIONAL BUSINESS CURRICULUM

28. Do you offer Master's level courses in international business?

29. If yes, since when?

30. Do you offer a major or concentration in international business administration?

31. If so, since when?

32. What is the educational philosophy or educational objectives of your offerings ininternational business administration?

33. What M.A. level courses in international business administration does your school offer?

34. If you have a major or concentration in international business administration, what is the degree granted?

35. Is the program part-time, full-time or either?

36. If full-time, how long to complete?

37. How many international business courses are required for the major or concentration?

38. What are the courses?

39. Are students required or encouraged to take courses from departments other than the business department?

40. If yes, what departments and what courses?

41. Is there a language requirement for the MBA or MS degree?

42. If so, what is it?

43. Is ther a language requirement for the major or concentration in international business?

44. If yes, what is it?

45. Are overseas internships or study programs available?

46. Are they optional or are they required?

47. How long are they?

48. Are they paid or voluntary or both?

49. Are they for academic credit?

50. With what companies are internships available?

52. What percentage of master's level students go on international internships?

53. Are there any unique or unusual features about your Master's level international business curriculum that have not been mentioned?

54. Do you plan to change your program in the foreseeable future?

55. If yes, what changes do you foresee?

V. MASTER'S LEVEL STUDENTS IN INTERNATIONAL BUSINESS

56. What is the total enrollment for the MBA program?

57. What percentage take at least one course in international business

58. What percentage of MBA students major in international business?

59. What percentage of MBA business students are foreign students?

60. What percentage of international business majors are foreign?

61. From what region of the world is the largest number of foreign students?

62. From what region of the world is the second largest number of foreign students?

63. Is there any systemmatic effort made to use foreign students as resources?

64. If so, how?

65. In the past five years, has the number of international business majors increased, decreased, or stayed constant?

66. How could you rate employer demand for international business expertise on a scale of 1 to 5, five being the highest?

67. Do they want international business majors?

68. Do you see this changing in the next five years?

69. If yes, how do you see it changing?

VI. EXECUTIVE TRAINING

70. Do you offer executive training programs in international business?

71. If so, what is the nature of the programs?

VII. INTERNATIONAL BUSINESS FACULTY

72. How many business school faculty do you have?

73. How many part-time or adjunct faculty?

74. How many full-time faculty teach international business?

75. How many part-time faculty teach international business?

76. How many full-time international buinsess faculty have Ph.D.s?

77. What are the qualifications for being on the international business faculty?

78. Do any hold Ph.D.s in fields other than business administration?

79. If yes, in what fields?

80. Do you have any visiting faculty from other countries?

81. If yes, from what countries?

82. How many international business faculty have had one or more years, within the last five years, overseas experience in teaching, working or studying?

83. How many are fluent in at least one other language?

84. How many actively consult in the field of international business?

85. Is there anything special or unique about the international business faculty?

APPENDIX C

Business and related courses available to undergraduates at Bay Area four year colleges and universities. There is some overlap with master's level courses in Appendix D.

University of California, Berkeley:

Introduction to International Business
Applied International Economics
International Operations Management
International Business Management
International Financial Management
Seminar in International Business
World Population and Economics
Economics of Marxism
Economic History of Medieval and Renaissance Europe
World Industrialization in an age of Imperialism
Economic History of the World Economy in the 20th Century: Third World
Economics of the Soviet Union
Economics of the Communist World
International Economic Relations
International Economic Policy
International Economic Seminar
Selected Topics in European Economic History
Selected Topics in East Asian Economic History
Marxism and Modern Capitalism
Seminar in Economic Development, Demography and International Trade
International Economics

University of California, Santa Cruz:

The International Economy
Marxist Economic Analysis
International Trade
International Finance
The Modern European Economy
The Political Economy of the Middle East
Advanced Topics in International Economics

Stanford University

The World's Food Economy
European Economic History
British Economic History
The Marxian and Radical Tradition
Economic Development in China
Economic Development in Latin America
Contemporary Japanese Economic Problems
Japanese Economic Development
Population Perspectives in the Third World
European Agriculture Policy
International Economics
International Trade and Investment Policy
The Firm in the International Economy
Problems in International Political Economy
International Finance
International Trade Theory and Economic Development
Special Topics in International Economics
International Trade and Investments Policy
Economic Anthropology
Seminar in International Agriculture Policies
International Agriculture Policy

University of San Francisco:

International Business
International Marketing Management
International Financial Managemetn
International Accounting and Taxation
Managing the Multinational Firm
International Labor
International Strategic Management
European Economic History (Two Semester Course)
International Economics (Two Semester Course)
Economic Geography and Location
The Political Economy of Western Europe
The Political Economy of the Western Pacific

California State University, Hayward:

Multinational Business
International Industrial Relations
Management of the Multinational Firm
International Economics

California State University, San Francisco:

Introduction to International Business
International Environmental Analysis
Small Business Export-Import Management
Legal Environment of International Business
Seminar in International Transprotation
International Finance
The Operation of the Multinational Enterprise
Seminar in Comparative Management
International Marketing Management
International Corporate Finance
International Economics

California State University, Sonoma:

International Marketing
International Finance
Multinational Corporations in the Third World
International Trade; Theory and Policy
Economic Development in the Third World
Seminar in Economic Development

California State University,San Jose:

International Business Finance
International and Comparative Management
International Business
International Marketing
International Economics

Santa Clara University:

European Economic History
Latin American Economic Development
African Economic Development
Asian Economic Development
Soviet Economic Development
International Finance
International Management
International Marketing

College of Notre Dame, Belmont:

International Business
International Economics
International Finance

Saint Mary's College, Moraga:

International Economics
International Business
****This school has an extensive program at the graduate level worth noting. The classes are as follows:
International Business
International Economics I
International Economics II
Accounting for International Managers
Political and Social Aspects of International Business
Finance for International Managers I
Finance for International Managers II
International Marketing
Quantitative Methods for International Managers
International Business Law
Cases in International Management
International Trade: Economics
Comparative Economic Systems

APPENDIX D

Master's Degree Level

Courses in International Business Administration

California State University, Hayward
School of Business and Economics
International Accounting (6240)
Multinational Business (4670)
Seminar in International Finance (6370)
Management of the Multinational Firm (6670)
Seminar in International Industrial Relations (6675)
International Marketing Management (6470)

California State University, Sonoma
Department of Management Studies
Comparative Management
Industrial Democracies
International Finance
Seminar in the Public Interest: Management & Economics Issues

College of Notre Dame
Department of Business Administration/Economics
International Finance (BA 231)
Multinational Business (BA 280)
International Economics (BA 281)

Colden Gate University
Graduate School of International Management
Introduction to World Resources & International Relations (IM 325)
Introduction to International Management (IM 335)
International Trade & Foreign Investment (IM 340)
International Business Economics (IM 341)
International Business Finance (IM 342)
International Marketing & Distribution (IM 343)
History of International Business (IM 344)
Export Management (IM 345)
Introduction To International Banking Services (IM 351)
International Personnel Administration & Labor Relations (IM 352)
Legal Aspects of International Business Transactions (IM 353)
International Commodity Prices & Markets (IM 354)
Multinational Business & National Environments (IM 355)
International Transportation (IM 356)
World Politics & International Business (IM 358)
Development of Third World Countries (IM 359)
International Fnancial Reporting & Taxation (IM 360)
International Project Feasibility Analysis & Project Financing (IM 361)
International Business Policy & Diplomacy (IM 362)
Doing Business With Latin American Countries (IM 363)

Appendix D, cont. (continued)
Master's Degree Level
Courses in International Business Administration

Golden Gate University (continued)
- Doing Business With Middle Eastern Countries (IM 364)
- Doing Business With European Countries (IM 365)
- Doing Business With Japan and Other Far Eastern Countries (IM 366)
- Risk Management & Insurance in International-Multinational Business (IM 367)
- World Energy Economics (IM 372)
- International Cash Management (IM 374)
- International Transfer of Technology (IM 378)
- The U.S. Multinational Enterprise in the Old and New World Order (IM 380)
- Research Methods for Corporate Planners (IM 384)
- Economic & Political Analysis of Developing Countries (IM 390)
- U.S. Taxation of Foreign Income (IM 392)

Sain Mary's College
School of Economics and Business Administration
- International Business and the Multinational Corporation (GM 213)

San Francisco State University
School of Business
- Introduction to International Business (IBUS 310)
- Small Business Export-Import Management (IBUS 430)
- International Environmental Analysis (IBUS 590)
- Legal Environment of World Business (ACCT 517)
- Seminar in International Transportation (IBUS 522)
- International Finance (FIN 535)
- International Corporate Finance (FIN 636)
- The Operation of the Multinational Enterprise (MGMT 662)
- International Marketing Management (MKTG 680)
- Seminar in Comparative Management (MGMT 681)
- Seminar in International Business (IBUS 815)
- Seminar in Transportation Management (MKTG 821)
- Seminar in International Transportation & Logistics (IBUS 822)
- Seminar in International Taxation (ACCT 829)
- Seminar in World Business Finance (FIN 835)
- Seminar in International Marketing Management (MKTG 880)
- Seminar in International Business Policy (IBUS 894)
- Added as of Fall 1982
- 6 courses in Doing Business in (country X).
- U.S. - Japan Relations
- Negotiating in the International Environment
- International Transportation

San Jose State University
School of Business
- International Business Strategy

Appendix D, cont. (continued)

Master's Degree Level
Courses in International Business Administration

University of California, Berkeley
- Graduate School of Business Administration
  - Applied International Economics (285)
  - International Operations Management (286)
  - International Business Management (286M)
  - International Financial Management (287)
  - Seminar in International Business (289)
  - Comparative Business - Government Relations

University of San Francisco
- McLaren College of Business
  - Managing the Multinational Firm (MBA 214)
  - International Finance (MBA 223)
  - International Marketing (MBA 233)
  - International Labor (MBA 257
  - International Strategic Management (MBA 291)

Stanford University
- Graduate School of Business
  - International Economics and Policy
  - International Development Management
  - Trade & Development in the Pacific Basin
  - Contemporary Industrial Economies
  - International Financial Management
  - Management of International Business
  - Multinational Corporations

University of Santa Clara
- School of Business
  - International Marketing
  - International Finance
  - International Management
  - International Economics